

THE
DISTRICT SCHOOL JOURNAL

OF THE

STATE OF NEW-YORK.

SAMUEL S. RANDALL, EDITOR.

VOLUME X.

ALBANY.

FROM THE STEAM PRESS OF WEED, PARSONS & CO.

1850.

9108. A

THE
DISTRICT SCHOOL JOURNAL

FOR THE

STATE OF NEW-YORK

ALBANY, JULY 1, 1830.

VOLUME X.

ALBANY.

THE MANUFACTURERS AND TRADERS OF NEW-YORK, PARSONS & CO.

1830.

THE
DISTRICT SCHOOL JOURNAL
OF THE
STATE OF NEW-YORK.

VOL. X.]

ALBANY, APRIL, 1849.

[No. I.

The District School Journal,
is published monthly, and is devoted exclusively to the promotion of Popular Education.

SAMUEL S. RANDALL, EDITOR.

TERMS.—Single copies 50 cents; seven copies \$3.00; twelve copies \$6.00; twenty-five copies \$10.00; payable always in advance.

All letters and communications intended for the District School Journal, should be directed to the Editor, Albany, N. Y., Post Paid.

From the Steam Press of Weed, Parsons & Co., 67 State-street, Albany.

State Normal School.

The semi-annual examination of the State Normal School commenced Saturday, March 31, and closed Thursday, April 5, 1849.

Saturday was given to an examination of the Experimental School. The pupils in this school are half admitted gratuitously, and half pay a tuition fee of five dollars per term; the tuition of the pay pupils defraying the whole expense of the school.—The free pupils are all orphans, or half-orphans.

Each member of the Senior Class is required to be, during some part of the term, a teacher in the Experimental School. Here he puts in practice his own lessons in the art of teaching, and at the same time exhibits his own fitness, or unfitness, for the duties of a teacher.

We might very naturally suppose that pupils taught by so many different persons would be superficial in their learning. Such is not the case.—What is learned is thoroughly learned. The child is taught to think and to reason. Questions are, therefore, unanswered, not merely by rote, but because the question is understood, and the why and wherefore of the answer known.

We wish that all persons who doubt the utility of the Normal School could attend an examination of the Experimental School. The latter is the touchstone and test of the former. If the Normal scholars are not well trained and well instructed, their pupils would be worse trained and worse instructed. An evil tree will not produce good fruit. We do not believe any school in the State can produce scholars who have made greater proficiency in the same time. It must be borne in mind, too, that this is not a select school, but a school to which or-

phanage and poverty are the titles to admission.—Girls and boys thus brought together are taught by forty or fifty different teachers in succession. If the result is good, it can be attributed to nothing but the excellence of the system of instruction. We must therefore pronounce that system a good one whose proof of excellence is success.

The examination of the Normal School commenced Monday, the second of April.

In the morning were examined a class in Algebra by Mr. Perkins, one in Reading by Miss Hance, and one in Rhetoric by Mr. S. T. Bowen; and in the afternoon a class in Natural Philosophy by Mr. Clark, and one in Spelling by Mr. Eaton.

Tuesday morning came on a class in History by Miss Hance, one in Intellectual Arithmetic by Mr. Eaton, and one in Surveying by Mr. Perkins; and in the afternoon a class in Higher Arithmetic by Mr. Webb, and one in Music by Mr. T. H. Bowen.

Wednesday morning, Mr. T. H. Brown had a class in Grammar, Mr. Clark one in Chemistry, and Mr. Perkins one in Algebra; and in the afternoon, Mr. S. T. Bowen one in Intellectual Philosophy, and Mr. Eaton one in Physiology.

Such is a brief programme of the Exercises. We have not space to comment upon the proceedings *seriatim*, and we will not undertake the invidious task of specifying classes, or individuals, as deserving of particular approbation. All gave proof of good discipline and diligent study, and some of a high order of intellect, and severe application.

The above programme for the examination does not show the whole course of study at the school.—It is the great object of the Normal School to educate teachers for the Common Schools. All the pupils are, therefore, thoroughly drilled in the elementary branches of education, a knowledge of these being the initiatory steps to the Temple of Science. The higher branches of an English education are pursued no further than is supposed essential to qualify the pupil to take charge of the best common schools in the State. At this stage of progress the pupil is entitled to a Diploma.

It is expected that one who has been conducted thus far will continue to advance; for in the pathway to knowledge, to halt is to retrograde. The

wheels of a watch are kept smooth and bright by motion; they will rust out, sooner than they will wear out. So with the mind; employment gives it vivacity, elasticity, and strength; it contracts rust by idleness and speedily decays.

One who would teach must first know. To be able to teach implies the possession of superior knowledge. One who would be a successful teacher, should, therefore, be continually adding to his stores of learning.

The exercises of the examination were most agreeably diversified by vocal music. The classes in this delightful branch of study gave ample evidence of thorough instruction in the *theory* of music, and their "concord of sweet sounds" showed equal ability to carry that *theory* into practice—Great credit is due to Mr. BOWEN, the teacher, for his untiring labors in this department.

The specimens of drawing, hung around the recitation rooms, were witnessed by hundreds of delighted visitors. The extensive collection of maps, executed by the students under the direction of Mr. Webb, attracted particular attention.

The collection of landscapes and perspective drawings was large, and many of them were beautiful and highly finished productions. They could not be surpassed in number, or excellence, by any school in the State. The exhibition fully sustained Miss Ostrom's deservedly high character as a teacher of these useful as well as ornamental branches.

The closing exercises of Thursday were highly interesting and instructive.

Our readers will agree with us, that Miss Chase's Poem evinces rare powers of description. The scenes and objects described are presented to the mental vision with the distinctness of reality, and thoughts and emotions are awakened, which only rise at the summons of genius.

In Mr. FULLER's Address we see evidence of the clear thinker, and ready writer. It has one rare merit. It is eminently suggestive. You not only clearly apprehend the speaker, but his thoughts awaken other thoughts. It is only strong and original minds which thus inspire and excite those who come within the sphere of their influence.

The Valedictory of Mr. SMITH was conceived and written in excellent taste. The thoughts and sentiments were exactly suited to the occasion, and expressed with a directness and simplicity of style which carried them straight to the hearts of his hearers.

At the close of the exercises, Mr. MORGAN, Superintendent of Common Schools, made a brief address. He said the Normal School was to the teachers of the State of New-York what the West

Point Academy has been to the Army of the United States. The Cadets of West Point, by their science, skill and cool courage, had led our troops from the Rio Grande to Monterey, from Vera Cruz to Mexico. So the Normal School would train up a corps of educated teachers who would speedily put to rout the cohorts of ignorance. We cannot quote the language of the Speaker, but his address was most felicitous in matter and manner, and sent a thrill of pleasure throughout the crowded audience.

The following was the order of Exercises:—

Prayer—By Rev. Dr. KIP.

Music—CHANT.—"Thy will be done."

Poem—By ELIZA A. CHASE, of Wayne county.

Music—GLEE.—"Does sadness press thy sinking heart."

Address on Education—By Hon. JEROME FULLER.

Music—GLEE.—"I'll sing thy glory Freedom's Land."

Valedictory—By LUTHER L. SMITH, of Oswego co.
Awarding of Diplomas.

Music—PARTING HYMN.—"When shall we meet again."

Benediction—By Rev. Dr. WYCKOFF.

YERUTA;

A LEGEND OF IRONDUQUOIT.

Thou who art weary with the hollow pomp
And pageantry of life, and wouldest refresh
Thy weary spirit, go not to the strife,
Or crowded mart, or mid the throngs of men;
Leave thou the city's din, the eager herd,
Where wealth and power alone, find worshipper's.
Where toil and care fall like a deadly blight
Upon the heart, withering its early freshness.
Go forth into the haunts of nature. There
The golden sunlight shall illumine thy soul;
The whispering winds shall fan thy brow, and through
Thy fever'd veins the tide of life once more
Shall circulate joyously. Thou shalt forget
The passions that debase humanity,
The sordid love of gain, the thirst for power,
Envie and hate, and all that mars in man
The image of his Maker.

Then go forth:
Not needst thou seek in other climes, for scenes
Of grandeur. Thou shalt find in our own land,
Sublimity, and glorious beauty too;
And whether thou beholdest Nature wreathed
In smiles, or meetest her in her sterner moods
Thou shalt return a better—happier man.
I'm thinking of a lovely scene, in which
Are features grand; ay, most sublime, and now
I recollect a legend beautiful
And strange that has been told of that wild place.
A bright blue bay mirrors the heavens above;
Its waters are so quiet you might think
Them solid crystal; and its banks are rude
And steep; here crowned with trees; there bare and black;
Anon, covered with wild flowers beautiful and rare.
On one side frowns a precipice, so grand
And fearfully sublime, you would believe
Nature had formed it in her maddest moods.
Two frightful chasms, severed by a wall
Of rock, yawn on you. As you tread with care
The narrow battlement, you may look down
On either side into these depths, and see
Far, far below, the tops of mighty trees
Whose branches wave but with their own unrest.
There the wild beast may prowl unharmed, for man
Hath never trod these strange and fearful depths.
It almost seems, that God had made this place
To quell the pride of man, so audibly
These rock-walled chasms say to him; "Thus far
Thou hast dominion,—here thy power is stayed."

OF THE STATE OF NEW-YORK.

7

Westward, the banks with gentle slope descend
To lovely fields, where rolls the Genesee.
While to the north, Ontario spreads its waves
Of blue, now placid as the slumbering brow
Of infancy, now rising in its might
To battle with the spirit of the storm.
And thus sweet bay,—the tempest hath not power
To rouse it into rage, but like the soul
Of him whose faith is fixed on God, it rests
Serene, alike in sunshine, and in storm.
Between it and the fitful waves of blue
Ontario, is interposed a wall
Of rock with but one narrow opening.
Thus is the bay enclosed on every side
By rocks and circling hills, as 'twere a thing
Too sweet and lovely for the storm-cloud's power,—
Too fair to meet the tempest in its wrath.

In years long gone, there dwelt among these scenes
A noble race, brave, generous and free.
No pale-browed stranger had laid waste their homes,
No ruthless hand destroyed their hunting grounds ;
Where now the pulses of a mighty city beat
In unison with the rushing Genesee.
There stood a tangled wilderness. These shades
Resounded with the warriors shout, and here
The dark-eyed Indian maidens sang wild songs
And plucked bright flowers to deck their raven hair.
Here too their souls impressed with the deep sense
Of present Deity, they worshipped him
Whose voice was heard in the dread thunder's tone,
Or in the murmuring rills ; whose look was seen
In the fierce lightning's flash, or the sweet smile
Of flowerets fair that meekly looked to Heaven.
There was a simple faith and beautiful.
I marvel not, that men of every clime
In the world's younger years peopled the wood
With deities, or deemed that Naiads dwelt
In every sparkling stream. Nor do I count
It sin ; for we who know the better faith,
Believe the presence of our God pervades
The universe, and manifests itself
In the calm silence of the forest shades,
Or by the quiet lake, or where indeed
The mind will cast aside the veil of sin
And look with the clear eye of purity.

Long time these tribes had held, a spirit looked
On them with eyes of hate. The swift deer fled
Beyond Ganargwa's turbid stream, or where
The lovely Canandaigua sleeps, and oft
The hunter's surest arrow sped in vain,
In strife their bravest warriors fell ; their chiefs—
Sickened and died beneath some dreadful plague ;
But stranger still, at times the bay on which
The fisher's boat was floatin' idly, foamed
And tossed in rage, then madly dashed against
The rock-girt coast, with wild and fearful roar
Woe to the one who trusted to the calm ;
Was he a brave, honored and loved by all,
So surely did the spirit breathe its curse
Upon the bay, and then the hunter's lodge
Resounded with the wail of stricken ones.
The sorrowing tribe well knew the spirit's power,
And that it would not be appeased, until
Alas ! the fairest of their maidens fell—
Self-immolated on its shrine. But none
Were found to make the fearful sacrifice,
And still the best and bravest drooped and died,
Scathed by the lightning of the Evil Eye.

A light canoe shot swiftly o'er the bay,
And the old woods re-echoed with a sweet
And silvery voice, singing a joyous strain.
It was Yeruta, fairest of the maidens
Whose graceful barks e'er glided o'er the waves
Of blue Ontario, or wound their way
Among the rapids of the Genesee.
Most beautiful was she, in the first dawn
Of womanhood. Her form was delicate ;
Her features eloquent of feelings deep
And powerful ; her dark and lustrous eye
Had such a mild and melting tenderness
It won the hearts of her stern tribe ; they blessed
The gentle girl, and fancying they heard
In her low tones the ring-doves plaintive notes,
They called her name "Yeruta," or the "Dove;"
And warriors fierce, the bravest of the brave
Laid their best offerings at the maiden's feet.
There was a sweet and solitary place,
Her favorite haunt, to which she bent her way ;
It was a gentle swell, from which the eye
Could catch faint glimmerings of Ontario.
'Twas crowned with stately trees of various kinds—
The silver birch, whose fragrant boughs perfumed
The air ; and here, upon a mossy mound,

Its slender tassels swaying in the wind,
Or carpeting the earth with its fair flowers,
The noble chestnut reared its graceful form ;
And here the pine whose melancholy moan,
In ceaseless chime is borne upon the breeze,
And there the gnarled oak, whose tossing arms
Smite the fierce whirlwind in its might, and stay
Almost its march of power.

Yeruta stood
And gazed with searching eye, as she beheld
The mysteries of the spirit land. Her brow
Was saddened, and a firm resolve compressed
Her delicate lips. With bending ear she stood
Awhile, one slight convulsive start, and now
Her full eye closed, and from the veiling lids
A tear-drop fell ; she pressed her slender hands
Upon her heart, and then in mournful song,
Whose wild and touching pathos plainly told
How terrible had been the agony
Of her young heart, broke forth

"A voice from the spirit land,
My mother's voice I hear ;
It mingled with the zephyr's breath,
In music low and clear.

But it speaketh fearfully,
It fills my soul with dread,
It saith, that ere the forest fades,
I must slumber with the dead.

Oh ! the world is full of beauty
It hath charmed my youthful eye,
But the grave is dark and lonely
I cannot, cannot die."

Again she gazed, as though her very soul
Was centered in that look ; again bent down
Her eager ear, as one who strives to catch
The lingering strains of some sweet harmony,
And then her brow grew radiant, her eye
Kindled with rapture, and a smile of joy
Played sweetly on her lip. Again she sung
But now her voice was silvery and clear.

"O mother now my spirit
Is strong to meet my doom ;
Yeruta is the chosen,
She fears no more the tomb.

No longer, may her people
Bend to the Evil Eye
Yeruta is the victim,—
How pleasant thus to die !

Even now in yon blue heaven
I see my spirit home,
And there bright forms are beckoning me.—
Mother, I joy to come."

The soul of woman ; ye have falsely said
It is a weak & fitful thing, and hath
No thought for deeds of daring. It is true
It spendeth not its energies on low
And trivial things ; but give to it some high
And fitting motive, give to it a noble aim,
And ye will find danger and death are words
Too light for it to count ; yet there is naught
On earth that can withstand its power.

And so

Yeruta deemed herself the chosen one,
The long expected victim, and she felt
A joy, that she could save her people ; yet
She knew her father's heart could not consent
To such a sacrifice ; and so she told
Him not the fearful thoughts that filled her mind ;
But as the summer days wore on, her eye
Became more dark and lustrous, and the bloom
Deepened upon her olive cheek, until
She felt that she must go ; then she revealed
The purpose of her heart, to one who long
Had given to her a mother's care, and bade
Her tell her father all when she was gone,
And soothe the desolate chieftain in his woe.

The hum of day had ceased, no sound was heard,
The trees stood motionless, as if in awe,
And the pale stars gleamed dimly forth from heaven.
Night, smiling through her tears looked on the scene,
Then closed her eye, and slowly sank upon
The bosom of the Dark Ontario
To rest. Upon a cliff that overhangs
The bay, Yeruta stands, her radiant eyes
Upraised to heaven, her lovely face illumined
With spiritual light the while. But look !
A light robe flutters a moment in the air ;
The waters part, then close again, and all
is o'er.

Time passed. Around their chieftain's grave
The tribe oft met, and kindly spoke of him
A good and brave old man ; he longed they said,
To meet his daughter in the spirit land.
And thus he pined away and died. But now
Their curse wrung, the waters slept ; they knew
Full well at what a price they had obtained
Deliverance, and so they called the bay
"Iroquois," "the place where rest the waves."

*Original orthography.

LADIES AND GENTLEMEN:—Education is the physical, the intellectual, and the moral cultivation and development of man.

The body is the instrument with which the mind works, and the medium through which it manifests itself in this natural world. Without this instrumentality and channel of communication, the highest genius, or the most brilliant intellect, could effect nothing here. The body, therefore, though formed from dust, and unto dust destined to return, yet consecrated as the dwelling place of the immortal spirit, and formed for its use and enjoyment, is an object of no ordinary interest, and worthy of the most watchful care and solicitude. Always feeble and fragile in infancy, it is nevertheless capable of attaining a high degree of comparative strength and perfection, or may be consigned by mismanagement and neglect to imbecility, disease and early decay. Bestowed on us by its maker for wise and important purposes, we are guilty of a breach of trust, and dereliction of duty, if we neglect or abuse it.

The fulfilment of certain laws and conditions is necessary to a full and healthful corporeal development. What those laws and conditions are, so far as they have been ascertained, is an interesting study not unknown in this institution; but to examine it in detail, would be foreign to our present purpose. Suffice it to say, there is no mechanism more curious, no truths in the whole range of physical science are more striking, than the anatomy and physiology of the human organism disclose.

Physical education devolves mostly on parents and guardians, and how important that they should understand its principles. But preceptors and teachers are by no means exempt from a care and supervision over the physical well-being of those entrusted to their guidance. Mental energy and activity are immediately dependent on the health and tone of the body. All its functions must be well performed before we are at liberty to make any considerable requisition upon the powers of the mind. A teacher, however, is not expected to mend broken, or make new constitutions for his pupils, but is to take good care not to leave them worse than he finds them.

Health is a never-failing fountain of happiness—disease a frightful source of misery. How many thousands are at this moment withering and dying beneath its blighting touch. A sound constitution is one of the greatest blessings parents can secure to their children; without that their success in life will be doubtful.

But, without stopping to dwell upon this subject, let us pass to the consideration of intellectual education.

The brain is the organ of the mind. When the muscles of the body are used, an increased flow of blood to them takes place; and when the mind is exercised with thought or emotion, there is likewise an increased flow of blood to the brain. The mus-

cles are increased in size and strength by alternate contraction and relaxation; so the brain is enlarged and improved in texture by mental exercise. Its growth can doubtless be accelerated or retarded, during the transition from the tender age of childhood to maturer years; and on its size and quality intellectual capacity in some measure depends. Not that mind results from any combination or conformation of matter, but during their mysterious union, through matter, mind acts and manifests itself in the material world. The development of the brain, therefore, is an object worth attending to, and one of the ends to be aimed at in intellectual training.

And not the brain only, but the mind itself, like the body, is enlarged and strengthened by exercise. To beginners in the art of reading, for example, letters are unmeaning marks; laborious is the process of fixing them in the memory; to combine them into syllables and words, and then recognize successively the words of a sentence, as the eye falls upon them, is more difficult still. But in the end the mind becomes so trained by long continued exercise, as to recognize these representatives of sounds, and call up the ideas they stand for more rapidly than the organs of speech can utter them.

Again in mathematics, the mind is at first puzzled by the simplest equations, but progressing, step by step, to the solution of questions more difficult and complicated, it acquires a power and arrives at results that astonish itself—weighs worlds and systems in its balance, and measures their traceless paths through fields of illimitable space.

So exercises in composition are resorted to for the purpose of improvement in expressing and communicating our thoughts. Most persons, when the words of a discourse are presented to their minds, readily connect with them the ideas they represent, but if you call on them to reverse the process and clothe ideas in words, they are at a complete stand, for they are unaccustomed to do so. The young tyro, however, to whom his first essay was a source of sleepless anxiety, by practice and habit may at length become an easy and accomplished writer.

For the same object the dead languages are studied. Inasmuch as the fundamental principles of all languages are the same, and can be traced by analogy to a common origin, in analyzing them we analyze our own, and at the same time accustom ourselves to clothe the beautiful and sublime thoughts of the classic authors in our mother tongue. They furnish us with ideas, but we must find out and arrange words to express them.

And to become a fluent speaker also, as well as writer, it is highly useful to devote a portion of time to the study of the classics. But the classical student should not content himself with the acquisition of words and a command of language only—he should gather up as he goes along, the living thoughts, the beauties and treasures with which the ancient writers abound. He will find in them the finest models of poetry, history, and eloquence, that any age has hitherto produced. Their study will sharpen his intellect, improve his sentiments, refine his taste, vivify and expand his imagination.

The imagination, by the way, is no mean faculty of the mind, and should be cultivated and unfolded equally with the rest. It wields a creative power—ranges at will through the universe—bounding from earth to sun and sun to star—forms new

and striking combinations of its own, colors and adorns our thoughts with all that is bright and beautiful, or shrouds them in clouds of darkness and terror. The pleasures of imagination, unlike the gratifications of sense, are spiritual, and doubtless belong to us in common with higher orders of being.

One grand object of education then, as we see, is to develop the intellectual faculties, to strengthen them and increase their intensity,—to widen their capacities, arouse their energies and excite them to activity. To this end tend the exercises we have glanced at, and a whole round of studies and mental discipline besides. The intellectual powers are susceptible of vast improvement. The philosophy of mind, a knowledge of the constitution and laws which govern its operations, have indicated the mode of training; increasing light has advanced the process; and to what extent it may still be perfected is a topic that engages the attention of the philanthropist and scholar.

Another object of intellectual education, is the attainment of knowledge by the instrumentality of the capabilities and activity of mind. The pursuit and apprehension of truth are the appropriate business of intellect—for that end was it fashioned and adapted, for that is it developed and strengthened, to that are its highest capacities and mightiest energies to be directed.

And the fierce conflicts raging between truth and error in the world of thought, render it necessary to clothe the intellect in all the panoply of its brightest and strongest armor. They are more furious and appalling than the struggles and bellowsings of earthquakes, or the rush and roar of waters. The introduction of christianity—the promulgation of the doctrines of American liberty—the violent throes and explosions, and the social revolutions of Europe, are specimens of great mental upheavings and convulsions, that have successively shaken the nations of the earth.

In all ages the progress of truth has been slow and difficult, and too often has its course been marked with devastation and blood. But like a slowly rising star, it grows brighter and brighter, as it ascends towards the meridian, and sheds its silver beams through the realms of mental night. In proportion to its diffusion in the world of mind, has ever been the amelioration of the condition of mankind.—Christianity itself is a ray of divine light, shot down from the sun of truth, through the gloom and thick darkness that enveloped a lost and fallen being, to guide him back to the pearly gates of Paradise.—Truth is the light of Heaven, ever tinging with the rainbow of hope the gushing waters of life, as they leap and sparkle in its beams. Falsehood is the darkness of hell, that shrouds its inmates in the folds of intellectual night, and wraps them in the black pall of despair!

But though the progress of truth has been slow and difficult, and its conflicts with error severe, vast stores of knowledge have been accumulated, sufficient to occupy the time and labor of the student, and employ his mental energies for years in the work of their appropriation.

There are some branches of study, however, more necessary than others. Reading, writing, and the fundamental rules of arithmetic, are indispensable to all. Grammar, geography and physiology, are scarcely less so. And in a country where almost every man exercises the elective franchise and takes part in the government, he should at least under-

stand its constitution and principles, and know something of its domestic policy.

There are other branches, which, if not equally indispensable, are exceedingly useful and deeply interesting. Poetry, for example, throws around us the most gorgeous creations of mind—leads us captive by its glowing descriptions—transports us on the golden wings of fancy amid thrilling events, through scenes of absorbing interest, enrapturing joy, or overwhelming sorrow—and yet, ever faithful to nature, adorns truth with the hues of the rainbow, and paints it with the freshness of the morning.

History passes in review before us the events of the past—calls up the thoughts, feelings and actions of the generations that have gone before us, their combinations and conflicts, the foundation and decay of empires, and the lives of nations. It lays bare the secret springs of human action, and enables us to study the characters of men,—to compare the present with what has been, and thence infer the future.

Geology reveals the history of the earth as written on her surface by the finger of ages, in those far back periods, when like the moon she made in solitude her countless revolutions round the sun—before the trees were planted, or the green herbs brought forth—when her hills were barren, and no living thing dwelt in her valleys—when man himself was among the things that were yet to be. It reveals to us too, the mighty changes that have since intervened on our planet, the progress of creation from the lowest vegetable and meanest reptile, up to immortal man, the crowning work and connecting link between the earth and the heavens. And then the absorbing question comes up—has creative power exhausted its energies, if not, what new or more perfect creations are to start forth in ages to come?

Astronomy transports us across the immeasurable abyss of space; finding new worlds whose light had never fallen on the vision of mortal eyes, and notes their motions and periods, as they wheel in immense orbits round our common centre—penetrates the dim nebulae of the distant borders of the universe, resolving them into galaxies of suns, with millions of dependent systems circling round them, peopled by imagination with countless myriads of unknown intelligencies, and all together moving onward in a grand concert of inconceivable harmony.

If astronomy makes known the laws that govern stars and systems in their course, chemistry comes down to the minutest atoms that make up the great masses of matter—discovers that amid seeming confusion, they are ever combined in definite proportions according to unvarying mathematical laws, and a few simple substances make up the infinite variety of the stupendous whole.

Natural philosophy unfolds the laws and properties of matter in general, multiplying the agencies subject to our control—enabling us to outrun the winds in speed, and transmit our thoughts on the veritable wings of the lightning. By it the corners of the earth have been brought together, and distant nations into one family and brotherhood; the pursuits of men and the face of society have been changed.

Mental philosophy and psychology disclose to us something of the nature and constitution of that spiritual being within us, that is destined to live on, when the habitation in which it now dwells has become a mouldering ruin, interesting, like the dust

and ashes of Thebes or Babylon, only for the life it once contained.

Theology, the science of sciences, reveals the Supreme Intelligence—Fountain of life and light—First cause of causes—source and centre of Being: communicates the living Word of the Infinite Creator to his finite creatures, and makes known their final destiny: opens a new world, more exalted spheres, and unending states of being beyond the shores of time, and without the realms of space, where choirs of shining cherubim and starry seraphim peal their hymns of joy and anthems of praise around the flaming throne of the Eternal One.

Astonishing and almost incomprehensible has been the progress of the present century, and the past,—new discoveries are continually developing, and science increases in depth, in vastness, and splendor, till the human mind is dazzled, bewildered and lost in the flood of light that bursts on its vision. But past revelations are as nothing compared with those which are to come. The intellects of the thousand millions of inhabitants that people this globe, sharpened by use, stimulated by success, and aided by what they have already acquired, are preparing for mightier conquests, and their march is ever resistlessly onward. Men have as yet but just approached the portals of the temple of science, and gathered only a few scattered rays of the streams of light that flash on the untold treasures within.—Could the years of our pilgrimage be prolonged a century or two, we should be amazed at the startling disclosures which will be made in that period; and they will be but the prelude to discoveries more wonderful still that are to come after them. To the researches and acquisitions of mind there is no end. The highest archangel in the course of an eternal existence, will never come to a period where he has compassed all knowledge, and there is nothing more to know. The thought would be appalling and overwhelm him with sorrow. Intellect, human or seraphic, will never reach a point beyond which it can go no farther.

And among all the busy avocations of this life, there is none higher or more dignified than the pursuit of knowledge. It is doubtless a chief employment of higher intelligences than ours, who devote to it the superior powers of their lofty intellects. And its pursuit is no less delightful than useful. True, the paths are often steep and difficult, but beside them, from crystal fountains flow the delicious pleasures of taste, their borders are ever fragrant and blooming with the flowers of imagination, and the music of poetry and eloquence is continually breaking on the ear of the traveller to beguile the hours and cheer him in the way.

Truth elevates, expands and purifies the soul. The young, who have yet a few of the precious hours of the morning of existence remaining, if they are wise, will forego trifling pleasures, and devote themselves to its attainment. It will increase the usefulness and happiness of their noon-time of life, and sweeten the evening of their day. You who are the professed votaries of truth in this institution consecrated to the science of instruction, having spared no effort I trust to strengthen and enlarge your own capacities, and acquire rich stores of knowledge are about to become apostles of that science, and go forth to sow broadcast the seeds of truth over the fertile fields of the mental world. They will spring up, and be it yours to water the young and tender plants, to tend and nurture them

well, and may you reap abundant harvests as the reward of your labors. Ophir or Golconde, has neither shining ores nor precious gems, like the hidden wealth of the mines which you are about to explore, and uncover their buried treasures and bring to light their gold and pearls, their sparkling diamonds and their costly jewels.

But the intellect, notwithstanding its dignity and the importance of its attainments is subordinate in rank to the moral sentiments and affections. The understanding guides the moral sense in the separation of right and wrong, and hence the light of truth has been so potent in improving the conduct and social condition of men; but it is the state of our affections and desires that impels us to do good or evil. What we most love, that we will, often in the face of the clearest light; and too often are our understandings darkened and obscured by the perverseness of the moral feelings. Some profess not to be responsible for their faith, inasmuch as belief they say, is an involuntary act of mind; but let me tell them, it is more the result of their moral state than of anything else.

The man who earnestly covets the things of others, reasons to convince himself it would be right to appropriate them to his use, by such means as he has at command. The votary of intemperance, insure his favorite beverage is a portion of heaven's bounty bestowed upon man which it would be well nigh ingratitude to slight. When suffering humanity appeals to the worldly a thousand considerations offer against lending a listening ear, and hunger and distress are permitted to do their work unmolested. Thus the still small voice of conscience is quieted, and the wicked make peace with themselves. So the man who loves himself and the world above all things, is proud, covetous, envious, hard-hearted or sensual, is wholly incapable of assenting to the pure and holy doctrines of Christianity—they are throughout the direct antagonisms of his moral nature, the enemies of his most cherished desires and darling propensities, and he cannot believe them unless his whole moral constitution is regenerated and changed. There is no truer saying, than that "men love darkness rather than light because their deeds are evil." The understanding is but the instrument of the will, with which it works out its good or evil ends. The proper cultivation of the moral sentiments therefore, is necessary to a well-balanced mind and the successful pursuit of truth. This is the reason why so many men of otherwise powerful intellects, are deluded by follies and commit such glaring errors.

The dispositions and feelings of the young are to be cultivated, not merely by the communication of cold precepts of moral philosophy, but also by examples of virtue and kindness; by teaching them to practice in their daily intercourse as citizens of their little republics, sincerity and justice, gentleness and benevolence towards each other, to bridle their evil passions and restrain their vicious propensities, for it is more by use and exercise than by rules, that their moral natures are developed. The sweet affections should be carefully nurtured and cherished, and the pupil chained to his duty by the winning bonds of love. There are some indeed, so vicious that they can be restrained only through their fears, but the number is small, and such moral deformity is entitled to our pity along with our condemnation. There are few natures so depraved as to be entirely insensible to kindness.

As moral is decidedly more important than intel-

lectual training, parents and teachers cannot bestow too much attention on the moral education of those dear objects committed to their charge. They will prove to be blessings or bitter curses, in after years, to those who gave them birth, in proportion as the good or evil ultimately preponderates in their characters. The endowments and acquirements of intellect will possess only a negative value, if they become the instruments of a wicked and depraved will.

And to the future teachers themselves, let me address a word on this subject. I am not now addressing myself to the material bodies that sit before me, but to the immortal minds that are beaming through them. Those minds are made up of thoughts and feelings. Every good and every evil thought or affection, from earliest infancy to the hour of dissolution is indelibly written with a pen of fire, in burning characters upon the living tablets of your souls, and their record to each one of you will constitute your book of life and fix your eternal destiny. If your inward emotions and desires are evil, and your thoughts and imaginings are dark and depraved, unless your moral nature is changed, they will increase in intensity, and bear you irresistably onward with constantly increasing velocity throughout your lives, and throughout the unending ages that succeed them, to deeper and deeper ruin. Death, which is but the shuffling off this mortal coil, the uncovering and disenthralment of the deathless spirit or real man, will not change his nature. As well might we expect Afrie's burning sun to whiten the Ethiopian's skin. "As the tree falleth so it lieth," and true as a magnet to the poles, or a system to its centre, like seeks and revolves around its like, and each its own forever. Here in this earthly tabernacle, each seeks the society of companions whose thoughts and feelings are congenial to his own. The intercourse of the sensual is with the gross and vile, the intemperate hold their drunken orgies and revel together, robbers congregate in dens and thieves form societies. The union of the just is delightful only to themselves, and they naturally attract and enjoy each other. In the train of evil follows its invariable penalty, misery; and every one is the author of his own wretchedness. Parents and teachers may have instructed and persuaded by precept and example too, but it rests with you to cultivate and exercise the nobler sentiments, the better feelings and desires implanted in your bosoms, or to unbridle and let loose your evil passions and propensities. Now is your seed time, such as you sow shall you reap. However abundant your intellectual harvest may be, it will be of little value if bound up with tares and thistles.

Finally the teacher of others needs to be thoroughly educated, physically, intellectually and morally. He should have a sound mind, well cultivated and endowed, in a sound body, controlled by well regulated desires and pure and virtuous affections. You are about to fulfil the duties of a high and noble calling, to give form and direction to the budding thoughts and affections of a rising generation. You are about to enter upon a new, a pleasing, and an interesting work—the cultivation of gardens of flowers, tulips, roses and lillies, hyacinths, japonicas and eglantines, sweet with the fragrance of an immortal bloom—the rearing of orchards of fruit trees, apples, olives and pomegranates, nectarines, citrons and oranges, that are to ripen their golden clusters in the approaching autumn of life, shed their leaves before the frosts and win-

ter of death, and then bloom and bear anew in endless succession, throughout the mingled springs and autumns of eternity.

Think not that your sphere is lowly, or your vocation humble; you are to mould and fashion the plastic minds of youth just entering upon the career of existence, to fit them for usefulness and the discharge of their duties here, and prepare them for a higher destiny hereafter. A more dignified or exalted profession, or one more important in its results cannot be conceived. We have said the instructor of youth should be thoroughly educated, and we may add, that he should be specially educated and prepared for the great work in which he is to engage. To that end the munificence of the State has founded this seminary for teachers, and is rearing yonder noble structure for its use and occupation; to that end these learned professors and preceptors have been provided, and you were called from your several homes to listen to their instructions.

We trust the time may come when similar institutions shall be established in other parts of the State, and the present crying want of more qualified and accomplished teachers for our common schools, shall cease to be felt; when common schools, academies and colleges, united as they are in interest, shall be elevated together, and each tread closely upon the heels of the other; when the blessings of better, a higher and more liberal education shall be diffused abroad, and the science of teaching be ranked, as it deserves to be, among the most honorable and useful of all. Then shall the benefits of this institution be appreciated and the wisdom of its founders acknowledged. Experimental in its inception, its success in practice has fulfilled the expectations of those who gave it birth, and have watched over and cherished it as their offspring.

The members of its able and efficient board of instruction, have already won the confidence of the community, besides being compensated for their unremitting exertions and toil, by marked success in their profession, and the high satisfaction of having been eminently useful to their constituents.

Nearly a thousand teachers have been educated at this institute. Established now upon a permanent basis as the parent of common schools, its influence is destined to be yet more widely and deeply impressed upon those primary seminaries, and through them to elevate the character and intelligence of the great mass of our citizens. As the endurance of our free constitution depends upon the cultivation and morals of the people, the State cannot appropriate a liberal portion of its revenues to a better purpose, than the support of such institutions as this, and providing a sufficient number of competent and qualified teachers to instruct the youth of our land.

FELLOW STUDENTS:—Another term has passed, and we have met to exchange the adieus of the parting hour. As one of your number I am not a stranger to the emotions which this hour awakens, nor am I unconscious of my inability to do justice to your feelings, in assuming to be your representative, and the exponent of your kind wishes towards those from whom we are about to separate. Engaged as we are in the same field of preparation for the responsible duty of training the immortal mind, bound together by the cords of common interest and common sympathy, endeared to each other by every consideration which a long and agreeable friend-

ship can render sacred, it is but natural that such an occasion should call forth reflections which words can but feebly express.

You will therefore pardon me, if waiving the indulgence of these reflections, I make a few remarks on the importance of the profession to which we have pledged our best services, the means of elevating that profession to its proper standing, and our relations to it as graduates of this institution.

Education as too frequently defined, would seem to imply the mere acquisition of facts, the furnishing of the mental storehouse with just enough of knowledge to enable its possessor to count his dollars, to shield him from the imposition of his neighbors, to speak and write respectably his mother tongue; in short, to get through the world smoothly and reputably.

This definition is as superficial as it is unworthy of our adoption. To the too general acquiescence in its correctness, and comprehensiveness, is attributable the low state of schools, the dilapidation of school houses, the incompetency of teachers, the superficial character of their instruction, and the indifference of community respecting the great question which most vitally concerns it, the thorough and true education of its younger members. It is this that has degraded one of the noblest professions to the mere handicraft of pedant, it is this that has given to the dignified avocation of the instructor, the odious title of school *keeping* that has stigmatised even the faithful, devoted, self sacrificing teacher, with the sneering epithet of *pedagogus* and *school master*. In short, the reason that the world is accustomed to ridicule the teacher, to cast obloquy upon his calling, to make himself and his profession a reproach and a by-word, is, because it too lightly regards the momentous interests entrusted to his care. It underrates the importance of the work given him to do. It seems not to know that man hath an

—“Intellectual being,
Thoughts that wander through eternity,”
—“Thoughts that rise upward,
Searching out the eternal mind.”

and that education truly signifies the full, judicious and harmonious development of this mysterious soul within.

Assuming this as the true definition of education, it reveals to us in all its magnitude, the importance of the work to which the teacher aspires, and points out most clearly the means to be used in raising it to that degree of consideration which its importance demands. To train up a child in the way he should go, to fit him for eminent usefulness and respectability, to mould the habits, social, physical, intellectual and moral, to establish a character which shall make the honest man, “the noblest work of God” and so far as his influence and example extend, to qualify him for that higher grade of being, that ultimatum of man's toils and hopes, is then the work that is given the teacher to do. This is that which gives the profession its true dignity, and exalts it above all more mercenary considerations. When, therefore, the world comes to learn and set upon this definition, then will the office of the instructor be respected, and he who truly fills it, be elevated to his proper position in its regards.

It hence becomes a question, fellow students, “What can be done to give to this vocation its proper standing?” The answer is obvious, and its import you have doubtless anticipated. Education must be interpreted according to its true meaning;

its definition must be revised, corrected, and promulgated to the world; teachers must know, feel and act upon it, and with the true missionary spirit, make it known and believed of all men. It has been often said, and truly, that “as the teacher so is the school.” To this axiom might with propriety be added, “and as in the school, so is the sentiment of the community in which it exists.” If the school be truly a school, the importance of the ends it is designed to accomplish will generally be properly appreciated; but if it fail in the accomplishment of the work assigned it, lukewarmness in regard to the great and true object to be attained, is the direct consequence. It will hence be seen, that the teacher is responsible in a great degree for the proper appreciation by the public mind of the real ends and aims of education; that if the importance of his profession is to be generally felt and acknowledged, it will be through his instrumentality, through his persuasive teachings of the great fundamental truth we have hastily endeavored to develop.

But how shall he be made sufficient for these things? how shall he be brought to perceive this truth? how shall he become qualified to assume the responsibility which a conviction of it must force upon him? We answer, he himself must be educated. If the physician is by a long course of study made to know and heal the many “ills that flesh is heir to,” if the jurist is instructed in the principles and practice of legal science, if even the artisan must be taught by years of instruction and practice, how to shape the springs and move the wheels of his lifeless, soulless machine, then surely should the teacher first learn how to touch

“That harp whose tones, whose living tones
Remain forever in the strings.”

He must be afforded those advantages so common to other professions and even to every trade—the light that kind experience offers, and the guides that superior wisdom may suggest. He must be made to know the laws of mind and the most enlightened modes of developing its mysterious powers. Seminaries adapted to his wants and devoted exclusively to his interests, seminaries where the theory and practice of his profession are made familiar as household words, must extend to him their kindly aid.

Thus, fellow students, does it appear to me that our profession is to be raised to its proper standard; by making known and felt the true import of the term ‘educate’; by sending forth spirits thoroughly furnished for their work.

It then becomes us to inquire and to press the question home to our hearts, “are we after having so long enjoyed the facilities for improvement which this our beloved institution offers, are we thoroughly impressed with the magnitude of the responsibilities which are so soon to devolve upon us? Are our minds well stored with the rich treasures which science has here so profusely held before us? and above all, are we conscious that the teacher's spirit so earnestly invoked upon us by one not long since departed, is ours? The expectations of the friends of sound education, the hopes of the founders, the directors, and the liberal supporters of this seminary, require that we should examine ourselves, and be able fully and satisfactorily to answer by the fruits our labors may yield, these, to us, momentous questions. Let us then search and know what manner of spirit we are of; let us endeavor to profit well by the instruction we have here received, by the words of wisdom which have here been spoken; and now

OF THE STATE OF NEW-YORK.

13

that we are about to leave these halls we love so well, let us bear with us and act upon the sentiment that "where much is given much will also be required." Let us labor to impress the minds of men with the true dignity, the immortal worth of education, in its highest broadest sense, and we shall thereby contribute our mite to the improvement and elevation of our calling, and in a measure discharge the obligations we owe to our institution, to our profession and to the world.

GENTLEMEN OF THE EXECUTIVE COMMITTEE, to whom has been confided the direction and management of this Seminary, allow me to congratulate you on the eminent success which has attended your faithful and self-denying labors. You merit the gratitude, not only of the students who have enjoyed its benefits, but of every true friend of common school education in our State and nation. Yonder fine edifice, erected for the accommodation of this Institution, will ever stand a monument of your distinguished services in behalf of the great and good cause to which you have been so long and so ardently devoted.

But, fellow students, time is waning and your patience wearying. I should, however, do you great injustice were I to close without bearing your kind wishes, your lasting remembrances, your heartfelt gratitude to those who have been to us teachers, benefactors, friends.

To you, sir, as principal of this Institution, and to your respected associates, for your unvarying kindness, your patient and earnest devotion to our interests, your wise and friendly counsel in health, your warm and generous sympathy by the bed of sickness, and in the dark hour of affliction, I can but present to you, one and all, the overflowings of grateful hearts, and invoke for you the smiles of Heaven, prolonged days of eminent usefulness and honor, and when life's cares and toils are over, a bright home of eternal purity and bliss.

And to you, my class-mates—companions of my toiling hours—I will only say, that the world's wide field is before us, and we are now to go forth and sow seed. Let us go with strong hearts, resolved upon a faithful performance of duty, and sow nought but good seed, lest when the harvest shall come, and the reapers shall enter upon their labors, they find tares with the wheat—tares that shall be left to moulder and perish, while the good grain is gathered into the storehouse of the **GREAT HUSBANDMAN**.

Fellow students, may you have a safe and speedy return to the homes you now in thought revisit, the kind and joyous greetings of the friends you love. May success attend your every effort to be useful in your day and generation, and when the last sands in life's hour-glass shall fail, when you shall have finished the course and run the race of the faithful teacher, may you go to receive his exceeding great reward.

The following is a list of the pupils to whom Diplomas were awarded:—

LIST OF GRADUATES, APRIL 5, 1849. LADIES.

Names.	Residence.
Martha B. Bancroft.....	Wyoming.
Harriet A. Bushnell.....	Greene.
Susan E. Beecher.....	Genesee.
Bethania Crandall.....	Cortland.
Eliza A. Chase.....	Wayne.
Mary A. Fillmore.....	Erie.
Ellen P. Friesbee.....	Albany.
Melinda Guernsey.....	Saratoga.

Lavanda M. Hinds.....	Otsego.
Clara L. Jones.....	Schoharie.
Hannah B. Kinney.....	Onondaga.
Lydia L. Lyon.....	Albany.
Sarah W. Muholien.....	Steuben.
Hannah P. Farnoy.....	Onondaga.
Mary L. Palmer.....	Wayne.
Julia A. Pool.....	Albany.
Mary Roberts.....	Steuben.
Sarah P. Smith.....	Genesee.
Ellen Winspear.....	Erie.
Evaline B. Weston.....	Esex.
Ruth P. White.....	Madison.

GENTLEMEN.

Orville W. Baker.....	Jefferson.
Josiah C. Balsdon.....	Orange.
Lewis Beardaley.....	Tompkins.
Levi Case.....	Otsego.
David D. D. Dewey.....	Franklin.
Francis Elting.....	Greene.
Henry A. Glidden.....	Orleans.
John F. Hammond.....	Queens.
D. Henry Hughes.....	Jefferson.
Monso W. Hubbard.....	Otsego.
Joseph Andrew Haskell.....	Suffolk.
John N. Miller.....	Schenectady.
T. Wilbur Morgan.....	Chautauque.
Cornelius H. Pierce.....	Putnam.
Charles Ross.....	Ontario.
Pulaski Rust.....	Schoharie.
Luther L. Smith.....	Oswego.
G. Washington Taylor.....	Oswego.
Mathias C. Van Horne.....	Herkimer.
Charles Waterbury.....	Schoharie.
Edward P. Waterbury.....	Delaware.
Andrew R. Wright.....	Chemung.

OFFICIAL.

STATE NORMAL SCHOOL.

*SECRETARY'S OFFICE,
Department of Common Schools,
Albany, March 19, 1849.*

SIR:

The next term of the Normal School will begin on the 14th of May, and as a number of vacancies will occur, which it will be necessary for the town Superintendents to fill, I have prepared the following statement that you may have the necessary information to guide you in the selection of proper persons.

The Normal School for the State of New York, was established by an act of the Legislature, in 1844, "for the instruction and practice of teachers of common schools, in the science of education, and the art of teaching." Its sole object is to improve the teachers of common schools; and the course of study and the conditions of admission have been adopted with reference to that object.

Each county in the State is entitled to send to the school a number of pupils, (either male or female,) equal to twice the number of members of the Assembly in such county. The pupils are appointed by the town Superintendents at a meeting called for that purpose.

Course of Study.—The following is the course of study for the school; and a thorough acquaintance with the whole of it, on the part of the male pupils, is made a condition for graduating:

The school is divided into three classes, Juniors, Middles, and Seniors. These classes are arranged in divisions to suit the convenience of recitations.

JUNIORS.

Reading and Elocution.	
Spelling.	
Orthography,	<i>Normal Chart.</i>
Writing.	
Geography and Outline Maps, (with Map drawings),.....	<i>Mitchell.</i>

Drawing, begun.	<i>Colburn.</i>
Intellectual Arithmetic,	<i>Perkins.</i>
Elementary Arithmetic,	<i>Brown.</i>
English Grammar, begun,	<i>Willson.</i>
History of United States,	<i>Perkins.</i>
Higher Arithmetic, begun,	<i>Perkins.</i>
Elementary Algebra, begun, ...	<i>Perkins.</i>
MIDDLEs.	
Reading and Elocution.	
Spelling.	
Orthography,	<i>Normal Chart.</i>
Writing.	
Geography and Outline Maps, (with Map drawings,)	<i>Mitchell.</i>
Drawing.	
Intellectual Arithmetic,	<i>Colburn.</i>
English Grammar,.....	<i>Brown.</i>
History of United States,	<i>Willson.</i>
Higher Arithmetic,	<i>Perkins.</i>
Elementary Algebra,	<i>Perkins.</i>
Human Physiology,.....	<i>Lee.</i>
Geometry, begun,	<i>Perkins.</i>
Perspective Drawing,.....	<i>Lectures.</i>
Mathematical Geography and use of Globes.	
SENIORS.	
Higher Algebra, Chaps. VII and VIII, (omitting Multinomial Theorem and Recurring Series,)	<i>Perkins.</i>
Geometry, Six Books,.....	<i>Perkins' Elements.</i>
Plane Trigonometry, as contained in.....	<i>Davies' Legendre.</i>
Land Surveying,.....	<i>Davies.</i>
Natural Philosophy,.....	<i>Olmstead.</i>
Chemistry, (with Experimental Lectures),.....	<i>Silliman.</i>
Intellectual Philosophy,.....	<i>Abercrombie.</i>
Moral Philosophy,	<i>Wayland's Elements Abridged.</i>
Rhetoric,	<i>Lectures.</i>
Constitutional Law, with select parts of the Statutes of this State, most intimately connected with the rights and duties of citizens.	<i>Young's Science of Government; Revised Statutes.</i>
Art of Teaching,.....	<i>Lectures, Theory and Practice of Teaching, and Exper. School.</i>
Elements of Astronomy,...	<i>Lectures.</i>
Lessons in Vocal Music to be given to all.	

The same course of study omitting the Higher Algebra, Plane Trigonometry, and Surveying, must be attained by females as a condition of graduating.

Any of the pupils who desire further to pursue mathematics, can be allowed to do so after completing the above course of study.

Pupils on entering the school are subjected to a thorough examination, and are classified according to their previous attainments. The time required to accomplish the course will depend upon the attainments and talents of the pupil.

All the pupils receive their tuition free. They are also furnished with the use of text books without charge. Besides this, each student receives three cents a mile on the distance from his county town to Albany. This money is paid to the student at the close of the term.

No pupil will hereafter receive mileage unless the appointment is obtained from the county in which said pupil resides.

Persons failing to receive appointments from their respective counties, should, after obtaining testimonials of a good moral character, present themselves the first day of the term, for examination by the faculty. If such examination is satisfactory they will receive an appointment from the executive committee, without being placed to any particular county, provided any vacancies exist. In such case the pupil will not receive mileage.

Terms and Vacations.—The year is divided into two terms, so as to bring the vacations into April and October, the months for holding the teachers' institutes. This also enables the pupils to take advantage of the cheapness of traveling by the various means of water communication in the State, in going to and from the school.

The Summer Term commences on the second Monday in May, and continues twenty weeks, with an intermission of one week from the first of July.

The Winter Term commences on the first Monday in November, and continues twenty-two weeks, with an intermission from Christmas to New-Year's day inclusive.

Prompt Attendance.—As the school will open on Monday, it would be for the advantage of the pupils, if they should reach Albany by the Thursday or Friday preceding the day of opening. The faculty can then aid them in securing suitable places for boarding.

As the examination of the pupils preparatory for classification will commence on the first day of the term, it is exceedingly important that all the pupils should report themselves on the first morning. Those who arrive a day after the time, will subject not only the teachers to much trouble, but themselves also to the rigors of a private examination. After the first week, no student, except for the strongest reasons, shall be allowed to enter the school.

Price of Board.—The price of board, in respectable families, varies from \$2.00 to \$2.50, exclusive of washing. Young gentlemen, by taking a room and boarding themselves, have sustained themselves at a lower rate. This can better be done in the summer term.

The ladies and gentlemen are not allowed to board in the same families. Particular care is taken to be assured of the respectability of the families who propose to take boarders, before they are recommended to the pupils.

The following table will show the number of vacancies in each county at the close of the present term of the school, which the town Superintendents will be expected to fill as soon as possible after the first of April. The table also shows the amount of money which each student will receive per term.

Albany,.....	Three,	\$ 0 00
Allegheny,	Two,	7 68
Broome,	One,	4 35
Cattaraugus,.....	Four,	8 76
Cayuga,	Four,	5 16
Chautauque,.....	Four,	10 08
Chemung,.....	One,	5 94
Chenango,	Four,	3 30
Clinton,.....	Two,	4 86
Columbia,.....	Four,	0 87
Cortland,	One,	4 20
Delaware,.....	Four,	2 31

OF THE STATE OF NEW-YORK.

15

Dutchess,.....	Six,.....	2 19
Erie,.....	Six,.....	9 75
Essex,.....	Two,.....	3 78
Franklin,.....	Two,.....	6 36
Fulton,.....	One,.....	1 35
Genesee,.....	Four,.....	8 49
Greene,.....	Three,.....	1 02
Hamilton,.....	One,.....	2 46
Herkimer,.....	Four,.....	2 37
Jefferson,.....	Three,.....	4 80
Kings,.....	Four,.....	4 38
Lewis,.....	Two,.....	4 26
Livingston,.....	One,.....	7 14
Madison,.....	Three,.....	3 03
Mouroe,.....	One,.....	7 53
Montgomery,.....	Two,.....	1 26
New-York,.....	Twenty-six,.....	4 35
Niagara,.....	Three,.....	9 09
Oneida,.....	Six,.....	2 79
Onondaga,.....	Six,.....	4 38
Ontario,.....	One,.....	6 66
Orange,.....	Three,.....	3 15
Orleans,.....	One,.....	7 71
Oswego,.....	Three,.....	5 01
Otsego,.....	Five,.....	1 98
Putnam,.....	One,.....	3 18
Queens,.....	Two,.....	5 01
Rensselaer,.....	Four,.....	0 18
Richmond,.....	Two,.....	4 74
Rockland,.....	Two,.....	3 66
Saratoga,.....	Two,.....	0 90
Schenectady,.....	One,.....	0 45
Schoharie,.....	Two,.....	0 96
Seneca,.....	One,.....	5 91
St. Lawrence,.....	Six,.....	6 18
Steuben,.....	Six,.....	6 48
Suffolk,.....	Four,.....	6 78
Sullivan,.....	One,.....	3 39
Tioga,.....	Two,.....	5 01
Tompkins,.....	Two,.....	5 10
Ulster,.....	Four,.....	1 74
Warren,.....	Two,.....	1 86
Washington,.....	Two,.....	1 50
Wayne,.....	Three,.....	5 43
Westchester,.....	Three,.....	3 90
Wyoming,.....	One,.....	9 09
Yates,.....	One,.....	6 36

In the selection of pupils, the Superintendents will please observe the following directions:

1. That the appointments in each county shall be made at a meeting of the town Superintendents, called by the town Superintendent of the county town for that purpose.

2. Females sent to the school must be sixteen years of age, and males eighteen.

3. The Superintendents in making their appointments, are to pay no regard to the political opinions of the applicants. The selection should be made with reference to the moral worth and abilities of the candidates. Decided preference ought to be given to those who, in the judgment of the Superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that those only should be appointed who have already a good knowledge of the common branches of study, and who intend to remain in the school until they graduate.

4. As the pupils on entering the school are required to sign a declaration, that "it is their intention to devote themselves to the business of teaching district schools, and that their sole object in resorting to the Normal School, is the better to prepare themselves for this important duty,"

therefore, it is expected of the Superintendents that they shall select such as will faithfully fulfil their engagements in this particular.

5. Pupils once admitted to the school will have the right to remain until they graduate, unless they forfeit that right by voluntarily vacating their place, or by improper conduct.

6. As the objection is often urged against the school, that the pupils will not fulfil their engagements by teaching district schools, it is hoped that the Superintendents will select persons in whose integrity they can confide.

7. In the selection of pupils, preference is always to be given to those who reside in your own county; but if there are no suitable persons within your county who wish to avail themselves of the advantages of the school, the Superintendents may then select the residents of other Counties of this State who may apply: provided, they bring satisfactory evidence that they are suitable candidates.

Immediately upon the receipt of this circular, the town Superintendent of the county town is requested to fill the blanks in the notice which is here subjoined, calling a meeting of the Superintendents, for the purpose of filling the vacancies in his county, and to forward it to each town Superintendent in his county without delay.

Respectfully yours,

CHRISTOPHER MORGAN,
Supt. Com. Schools.

P. S. You will observe, that the above directions differ in one respect from those which have been sent to you before. Since the abolishment of the office of county Superintendent, the State Department has no organ of direct communication with the town Superintendents. I have therefore appointed the town Superintendent of the county town in each county, the chairman of the meeting of Superintendents. This is done as a means of facilitating business, and I would respectfully beg this officer to attend to the duty entrusted to him.

STATE OF NEW YORK, SECRETARY'S OFFICE, }
Department of Common Schools. }

Albany, March 24th, 1849.

In the matter of the appeal of William W. Marsh, vs. Daniel W. Fish, of Victor, Ontario Co.

On the 4th of December, 1847, William W. Marsh was appointed town Superintendent of Victor, to fill the vacancy occasioned by the resignation of Walter W. Brace. He filed his official bond in the town clerk's office, duly approved by the Supervisor, as required by law.

At the annual town meeting, held in that town in April following, Mr. Marsh was elected town Superintendent of said town for two years, from the first Monday of November succeeding. But having neglected to execute and file a bond, duly approved by the Supervisor, or to cause the bond already on file to be renewed, within the time prescribed by the statute, his office was deemed vacant, and Daniel W. Fish was appointed by the Justice of the peace to supply the vacancy.

On the 20th of January, 1849, the bond of Mr. Marsh, which was executed Dec. 8th, 1847, for the term of office ending on the day preceding the first Monday of November, 1848, was renewed, and his bail assumed liability from the 6th of Nov. 1848.

It is provided by (No. 27,) sec. 3, chap. 480,

laws of 1847, that the town Superintendents of Common Schools, hereafter to be elected, in conformity with the provisions of the act, shall, each of them, on or before the first Monday of November succeeding such election, execute to the Supervisor of his town, and file with the town clerk a bond, &c.; "and in case such bond shall not be executed, filed and approved within the time herein prescribed, the office of such town Superintendent shall be deemed vacant."

If Mr. Marsh had been for the first time chosen town Superintendent in the spring of 1848, and had no bond on file for a former term of office, it is very clear that his neglect to conform with the statute in not executing his bond, would have rendered the office vacant. The intent of the statute appears to be by the most liberal construction, that no town Superintendent shall enter upon the duties of office without having previously given proper security for the legal disbursement of all the school money which may come into his hands. A failure to give this security "on or before the first Monday of November succeeding the election," is a virtual resignation or abandonment of the office.

A bond executed for one term of office is not sufficient for another term. Sureties cannot be helden for any official acts performed after the term for which the bond was given has expired. This being the case, it is incumbent upon every town Superintendent (no matter how many terms he may have served,) either to renew a bond for a former term or to execute and file a new bond within the time prescribed.

On the first Monday of November Mr. Marsh had no official bond on file for the term which then commenced. The office was, therefore, to "be deemed vacant," and the justices of the peace were authorized to appoint a person to fill the vacancy.

The executing or renewal of a bond after that time could not re-instate Mr. Marsh into office. The office had become vacant and could only be filled in the manner provided by law.

It is therefore hereby decided that the office of town Superintendent of the town of Victor, was made vacant by the neglect of William W. Marsh to file his official bond, duly approved, in the town clerk's office, on or before the first Monday of November succeeding his election; and that any three justices of the peace of the town were authorized to fill the vacancy.

The town clerk will record this decision.

Given under my hand and the seal of office of the Secretary of State.

(L. S.) CHRISTOPHER MORGAN,
Superintendent of Com. Schools.

A Card.

The undersigned, with this number, retires from the *District School Journal*, and takes pleasure in announcing S. S. RANDALL, Esq., as its Editor and Proprietor. To the readers of the Journal and the friends of Education throughout this and other States, he is well and favorably known by his valuable services in administering the Common School System of this State, and formerly as the Editor of this paper.

EDWARD COOPER.

DISTRICT SCHOOL JOURNAL.

ALBANY, APRIL 1, 1849.

Tenth Volume.

With this number commences the tenth volume of the *DISTRICT SCHOOL JOURNAL*. It is the oldest periodical in the country, devoted entirely to the cause of popular education, and has, during a period of nine years, advocated many if not all those improvements in our School System which have received the sanction of the Legislature.

Union Schools—more systematic and thorough supervision—Normal School Education—Teachers' Institutes—and last and best of all, Free Schools have been incorporated among the legislative school improvements of the age; and we now commence a new volume with a growing interest in the Common Schools of the State. We shall endeavor to furnish aliment to this philanthropic public spirit, and continue to plead the cause of education, fully convinced that every year adds largely to the number of those who feel the importance of giving increased attention to this subject.

Our Journal will be enriched with illustrations on the best method of constructing School houses, warming and ventilating the same, and on such subjects as have a practical relation to the cause of Common School Education.

It will also be our aim to render its pages attractive and interesting by giving the educational news of this and other States, thus noting the progress made in improving the condition and workings of their School Systems; and in comparing their efforts with those of our own State, we hope to make such suggestions as cannot fail to interest teachers, school officers and the friends of education generally.

The Journal will continue as the official organ of the School Department. In addition to decisions made in the ordinary duties of administering the School System, we design to give in each number a brief exposition of the laws by which it is governed. This will, it is hoped, increase the value of its monthly visits, and at the same time tend to diminish the difficulties which embarrass the action of trustees and parents in the several districts, and impose labor upon Town Superintendents which may be avoided by a clear understanding of the law.

Our readers will note the improved typographical appearance of the new volume, and, we hope, be induced to efforts for extending its circulation as a means of awakening a deeper interest among the people in the cause to which we pledge our best efforts and unwearied devotion.

Free School Law.

An act establishing FREE SCHOOLS throughout the state has passed the Legislature, which is to be submitted to the people at the next election for their approval. There can be no doubt that it will receive such approval. Public sentiment, if we have judged of it correctly, is ripe for a measure so just in principle and salutary in its results.

The details of the act can be improved, as experience points out its defects; and therefore we hope that a diversity of opinion in regard to its provisions will not prevent an almost unanimous assent to the great principles involved in the question of free education.

The *Evening Journal* very judiciously says: "We hazard nothing in predicting that through all time this law will be referred to as a noble monument of wisdom and munificence. The proposition of the first section of the act, that these schools should be "free to all," is sound and incontrovertible. That it has received the almost unanimous sanction of both houses of the Legislature, is both commendable and gratifying. Its endorsement was due as well to the character of the State as the spirit of the age. Our Common Schools should be what this law will make them, free as air. Their doors should be thrown wide open. The State can impart no richer legacy to her children, than a substantial common school education. It is the surest preventive of crime, and the best guaranty of good citizenship."

In our next number, we will give the law, together with the several acts relating to our school system passed by the Legislature of 1849—a body distinguished for its enlightened views on the subject of education and its liberality and efficiency in its action upon this important subject.

We are also reluctantly compelled to omit the speech of Senator HAWLEY upon the free school bill, until our next.

COLLEGES IN THE UNITED STATES.—There are now, in the United States, 119 colleges: 13 of which are under the direction of the Baptists; 9 under the direction of the Episcopalians; 13 under the direction of the Methodists; 14 under the direction of the Roman Catholics; 9 under the direction of the Congregationalists; and 61, most of which are under the direction of the Presbyterians.

Harvard University is the oldest Collegiate institution in the United States; it was founded in 1638, 18 years after the landing of the Pilgrims at Plymouth. The number of the alumni

is 6131; of this number 1628 were and are ministers. The present number of volumes in the Library is 82,000.

Yale College was founded in 1700. The present number of alumni is 5762; of this number 1497 were and are ministers. The number of volumes in the Library is 46,000. In 1829 this Library contained 15,000 volumes. Harvard, the same year, contained 34,500 volumes. There were in 1829 only 43 colleges in the United States.

The whole number of volumes contained in the Librariae of the 119 colleges as reported, is 133,061; of the aggregate, 274,804 belong to the 12 colleges in New England; and nearly one third of this number is contained in the Library of Harvard University.

The present number of students connected with Yale College is 379; Union, 304; Harvard, 277; College of New Jersey, (Princeton,) 240; South Carolina, 219; Dartmouth, 201; University of Virginia, 212; St. Xavier, (Cincinnati,) 270; Indiana Asbury University, 268. There are 30 colleges that have over 100 students each, and less than 200; and the remaining number, less than 100 each.

The number of students connected with all the colleges in the United States is 11,000.—About one fourth of this number is graduated annually to go out and battle against the uncircumcised hosts of ignorance and superstition, whose bliss consists in that—"they know no more."

May this Spartan band of educated young men be greatly augmented until the power shall overcome the hosts of rebel ignorance, and compel them to flee to schools and colleges for refuge, or else quit the country which has made, and is making such ample means for the education of all within its borders.

INDIAN LANGUAGES.

A Bibliographical Catalogue of the Books, Translations of the Scriptures, and other publications in the Indian Tongues of the United States, has just been prepared by Henry R. Schoolcraft, Esq., of the Indian Bureau. It is intended to denote the progress which has been made in this department of inquiry. Mr. Schoolcraft says:

"It is issued, in this form, to apprise translators who have or may enter this field of labor, of the works received, that they may avoid sending duplicates; at the same time that they are requested to aid in completing the plan by transmitting, under cover in all cases, to the Commissioner of Indian Affairs, original or revised works of every kind, including grammars and vocabularies, which are not embraced in this incipient catalogue.

"The true history of the Indian tribes and their international relations must rest, as a basis,

upon the light obtained from their languages. To group and classify them into families, on philosophical principles, will be to restore these ancient relations. Their traditions and historical affinities, so far as they reach, will generally attest the truth of the facts denoted by language. In our future policy, they should be removed or colonized in reference to this relationship, and foreign groups not be commingled with the cognate tribes.

"The true object of investigating the languages is thus perceived, and it is hoped that its practical, as well as historical importance, will be appreciated in ready responses from persons receiving these sheets."

Editor's Table.

THE AMERICAN QUARTERLY REGISTER AND MAGAZINE, conducted by JAMES STRYKER: March, 1849. Vol 2, No. 1.

We have already given our opinion of this excellent quarterly. Like its predecessors, the number before us contains a vast amount of useful information, which is alike valuable for the present and the future. The historical and statistical departments are full and accurate, forming a most valuable compend for the scholar and the statesman.

We most cordially commend it as the best periodical of the times, and so national in character as to entitle it to liberal support.

E. H. PEASE & Co., Agents, Albany.

BOOKS FOR THE PEOPLE, OR ILLUSTRATIONS OF PRACTICAL GODLINESS; DRAWN FROM THE DOOR OF WISDOM. By E. L. Morgan, author of the Orators of the American Revolution. Boston: Gould, Kendall & Lincoln. 1849.

This volume comprises a series of well written essays, in which the principles of Christian morality are presented in a manner adapted to the comprehension of the mass of mankind. The following are the subjects discussed, and the truths they embody well enforced:

Captiousness, or the Censorious man; Kindness, or the hero who best Conquers; Sobriety, or the Glory of Young Men; Frugality or the Beauty of Old Age; Temptation, or the Simpleton Secured; Integrity, or the Tradesman Prospered; Extravagance, or the Spendthrift Disgraced; Vanity, or the Decorated Fool; Pride, or the Scorned Scorned; Idleness, or the Slothful Self-Murdered; Industry, or the Diligent Made Rich; Preservence, or the Invincible Champion; Sincerity, or the Irresistible Persuader; Falsehood, or the Dissembler Accused; Deceit, or the Knave Unmasked; Flattery, or the Lurking Foe.

Such topics as the above, treated in accordance with the teachings of the Bible, and those plain principles of ethics which every day's experience fully confirms, cannot fail to be read with profit by all.

Thirteenth Annual Report and Documents of the New-York Institution for the Deaf and Dumb. Made to the Legislature. Jany. 24, 1849.

This institution continues in a prosperous condition and accomplishes a vast amount of good. It has already gained a strong hold upon the sympathies of the public by the excellent system of management which has characterized it from its commencement.

The recent appropriation made by the Legislature to liquidate the debt incurred in enlarging the building, is another earnest of the wise and philanthropic policy adopted by the State of New-York in educating this unfortunate class of her citizens.

SERMONS, delivered in the Chapel of Brown University, by FRANCIS WAYLAND, President of the University. Boston: Gould, Kendall & Lincoln. 1849.

This volume contains twenty-one sermons, delivered in the discharge of the author's duty as President of Brown University. They embody the most important doctrines of religion. Two were written immediately after the accounts of the recent revolutions in Europe were received, and treat of subjects of general interest.

Memorial

Of the Onondaga County Teachers' Institute to the Legislature, in relation to Free Schools.

To the Honorable the Legislature
of the State of New-York.

The undersigned, having been appointed by the Onondaga County Teachers' Institute, a committee to memorialize your honorable body for the establishment of a system of free schools throughout this State, respectfully invite attention to the following:

1. The duty of society to educate its younger members

During the period when the young are most susceptible of impressions for good or evil—when the habits of their physical, intellectual and moral natures are forming for all future existence—they are wholly dependent upon the guidance of others. When they commence their earthly existence, they become members of community. They cannot be excluded from it. Facts warrant us in saying that if their early guidance is wrong, no earthly power can prevent them from being perpetual burdens to the body politic. But if they are properly guided during their most susceptible years, if right habits have been formed in them by their guardians, they then become valuable members of society.

The Creator has so ordered, that no member of society can suffer, without all participating: hence as a mere matter of self preservation, and of increased individual happiness, society is securing her own elevation, by using the means within her reach to elevate the younger members. The elder members are the natural guardians of the younger. They cannot escape from this duty. If we dislike our companions or our neighbors, we can form new associations, or remove to another locality; but when society receives an individual, she

must do it even without her consent, and viper though he be, she must carry him in her bosom. The criminal statistics of the age furnish proof that ignorance and vice are the great disturbers of the public peace, and that they furnish the convicts of our prisons. How important then is it, that the young be trained to intelligence and virtue, if for no other reason, that the security of society shall be within herself more formidable than bolts and bars, or penal laws—the cheerful and intelligent co-operation of all, for the good of all.

The interests of society are best promoted by a thorough system of education. Those who are now responsible members are passing away, and others rising to fill their places and perform their duties. If they are better qualified to perform them as citizens and men than their predecessors, the commonwealth is the gainer; but if an inferior race follows, society is deteriorated, and it needs no spirit of prophecy to predict, that at no distant period our fair temple of Liberty will crumble to ruins.

2. The undersigned believe it to be a sound principle of political economy, that the value of property is increased in proportion to the security of the tenure by which it is held, and the facilities for its increase.

Let us then consider,

First. *The security of property.* In a civilized state men place the most value upon real estate, but among a barbarous or half-civilized people the greatest value is set upon the necessities of immediate existence, or immediate enjoyment. The Arab, the Mexican rancho, or even the wild American Indian, can conceive of but little value in the soil: his arms, his horse, and his ornaments, are to him most valuable, because they are most useful and best gratify his vanity. No man in his senses would buy real estate, with the liability at any moment of being deprived of it. And other things being equal, property will be very much influenced in its value by this feeling of security. In communities composed of the honest and the dishonest, the good and the bad, the value of property will depend much upon the relative proportion of the two classes. We may have the best of laws, but unless the moral sense of community is at least equally elevated, they will remain a dead letter upon the statute book, or at most but partially executed.

Second. *The facilities for the increase of property.* It seems to your memorialists evident, that in a country where there is but little security in the possession of property, and but few facilities for its increase, its value must be depressed. If we look for an example, Ireland, bleeding, famishing Ireland presents a mournful one. A writer in the Westminster Review thus speaks of her condition: "She is involved in a vicious circle of evils, which every day binds itself more tightly around her. The wretchedness of her people, caused by want of employment, makes them desperate, criminal and rebellious. And their despair, crime and rebellious spirit, scare away capital, deter the exertions of private enterprise, and thus perpetuate their non-employment and consequent misery." If the above extract be true, it seems to us to follow, that the insecurity of the times, and the liability of being deprived of capital, keeps every kind of property depressed. In France, too, men were deterred from private enterprise, on account of the instability of the times, thus forcing the provisional government to open the national work-

shops to keep the laboring multitudes from starvation. Facts warrant the statement, that, in those countries where the most general education prevails, there will be found most stability and security, and there the greatest facilities for the sure increase of property will be found; and there its value, other things being equal, will be most enhanced.

If the security of property is greatest, and also the facilities for its increase, in an educated community, it is manifestly the true interest of proper holders to scatter broadcast over the land the seeds of knowledge. It will not be necessary for us to say, that indisputably the common school presents the most feasible means of accomplishing this object. Probably all the school education of at least five sixths of the rising generation will be acquired at these institutions. They should therefore be open to all, without distinction. They should be the common property of society, in which all the members should have an equal interest. But under their present management in this State, (except a few cities and villages,) the poor man must go and confess his poverty, and crave the privilege of sending his children to the common school, as the beggar craves a morsel of food. Is it strange that his dignity revolts at this?

All the operations of society are carried on, more or less, by means of money. The army, and all the operations of government, even to the mending of the highways, are supported by money drawn from the resources of the country, and not upon individuals as individuals. Prisons are built, and all the expenses of detecting, arresting, confining, trying and punishing criminals, are borne by the members of community in proportion to each one's pecuniary means. Our poor-houses are on the same footing, and are filled by imbeciles simply from ignorance. Why not, in justice to the young, support by the same equal and equitable tax the common school, which will prevent, in most instances, a life of crime, or a resort in after life to the poor-house? It is notorious, that the great body of the criminals in our prisons, and the paupers in our poor-houses, are of the lowest and most ignorant class. Shall that class go on widening and deepening by increase of itself, and by accessions from foreign lands? If so, the ship of State can hardly fail to founder on the shoals of ignorance, or be dashed in pieces against the rocks of anarchy, unless prevented by more than human foresight.

3. Your memorialists have compiled the following statistics, showing the actual expense necessary to carry a system of free schools into successful operation throughout this State. And first, they would remark, that nearly one-fourth of the children in the State are now substantially enjoying all the privileges of free schools.

Hon. John C. Spencer, in his report to the Legislature, for 1839, estimated that the *entire expense* of schooling all the children in the State would average \$3.35. The amount for tuition was only \$1 77 per scholar.

We present the following estimates on the basis of Mr. Spencer's, for the year 1847.

Interest on school houses and lands,	
for each of the 10,621 districts, at	
an average of \$200 each,.....	\$127,452 00
Books and stationery for the 775,723	
children, reported at \$1 each,....	775,723 00
Fuel for each district, at \$10 each,	106,210 00
Fees of collectors at 5 per cent. on	

local funds, local taxes and amounts raised by supervisors,	
\$419,008,	20,950 40
Fees on rate bills, at 5 per cent,	
\$466,674.44,	23,333 72
Repairs of houses, at \$5 each,	53,105 00
Compensation of town superintendents, (873) at an average of \$50 each,	43,650 00
Amount,	\$1,150,424 12
Amount paid teachers' wages,	1,105,682 34

Making an aggregate of..... \$2,256,106 46 expended in 1847, for school purposes.

Dividing this sum by the number of children reported as having actually attended school, (775,723,) and it gives an average cost per scholar, of \$2.91. But the actual amount for instruction was \$1,105,682.34, which, divided as before, gives for each scholar \$1.424. But of this sum only \$466,674.44 was raised by rate bill, the balance of expenditure being now derived from the State, or by a property tax. This sum, divided as before, gives an average for each child of sixty cents; or taking the aggregate of taxable property in the State, for the year 1847, as reported by the Comptroller, at the sum of \$632,699,993, and a tax of three-fourths of a mill per dollar, yields \$474,529.99, which is more than sufficient to pay the rate bill of that year by \$7,950.55. In the city of Syracuse, it is estimated that a property tax of three-fifths of a mill per dollar will cover the tuition of pupils at the public schools.

In the report of Mr. Randall, for the year 1840, it is stated, that in all the schools of Buffalo, public and private, previous to the free system, there were only 1,424 children, and that the amount paid for tuition was \$19,094, being \$13.41 per year for each scholar, or \$3.35 per quarter. An estimate of the actual expense of yearly instruction of an equal number in the public schools, under the free system, showed an annual balance in favor of that system, of \$11,294, or a saving of nearly two-thirds.

By comparing the estimate made by Mr. Spencer, with the above, it will be seen that he estimates the expense of each pupil for a year, at \$3.95; exactly the same as was paid in Buffalo for one quarter!

From the foregoing considerations, your memorialists would respectfully petition your honorable body, to give to the good people of the State of New-York, at your present session, a system of free schools. And your memorialists will ever pray.

R. R. STETSON, *Committee from the
W. W. NEWMAN, Onondaga Co. Tea-
A. G. SALISBURY, chers' Institute.*
Syracuse, February 24, 1849.

Notice to Town Clerks.

AN ACT requiring chattel mortgages to be registered.

Passed March 1, 1849.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. It shall be the duty of the clerks of the several towns and counties in this state, in whose offices chattel mortgages are by law required to be filed, to provide proper books, at the expense of their respective towns, in which the names of all parties to every mortgage, or instrument intended to operate as a mortgage of goods and chattels, hereafter filed by them, or either of them, shall be entered in alphabetical order, under the head of mortgagors and mortgagees, in each of such books respectively.

§ 2. It shall be the duty of the said several clerks to number every such mortgage or copy so filed in said office, by

endorsing the number on the book thereof, and to enter such number in a separate column in the books in which such mortgages shall be entered, opposite to the name of every party thereto; also the date, the amount secured thereby, when due, and the date of the filing of every such mortgage.

§ 3. The said several clerks for services under this act, shall be entitled to receive therefor the following fees: for filing every such mortgage or copy six cents; for entering the same in books as aforesaid, six cents.

§ 4. This act shall take effect within thirty days after its passage.

The subscriber has a large quantity of blank books for sale for entering chattel mortgages according to the above law.

Town clerks are desired to send their orders to

JAMES HENRY, Bookseller,
ap-1m 67 State-street, Albany.

Webb's Readers.

Baker & Scribner would call the attention of Teachers, Common School Superintendents and parents to

Webb's Reading and Spelling Series.

being a new method of teaching children to read and spell founded on Nature and Reason.

1. John's First Book, or Webb's First Reader.

2. The Pupil's Guide, or Webb's Second Reader. John's 1st Book 12mo pp. 72. This work contains three parts, viz.: Part I, word method; Part II, Phonic Method; Part III, Union Method.

Part I consists of simple words, denoting familiar objects, qualities and actions to be learned by form, and at once combined into sentences whose meaning is obvious to the child.

Part II, Teaches the alphabet, taking letters with special reference to formation of regular, (containing no mute letters) meaning words, which in turn are formed by them selves, or with words from Part I into easy and instructive reading lessons; Part III unites both of these, and introduces irregular words.

This work is used in the Experimental Department of N. Y. State Normal School to the exclusion of all other First Reading Books for children, and has secured the decided approbation and preference of D. P. Page, the late distinguished Principal. From the many impartial commendations it has received, we select the following:

PALM YORK, N. Y. After a due examination, we are prepared to pronounce this little book just the thing; it admirably and completely supplies the deficiency heretofore existing.

H. R. MIZLER, Principal Union School No. 1.
HENRY BAGNER, Principal Union School No. 2.

"The old way of teaching reading is exchanged for one which gives ideas to the pupil."

E. D. ORANGER, Town Superintendent of Sodus, Wayne Co., N. Y.

"I cordially recommend it to all parents and Teachers who wish the child's first step in learning, taken in the right place and manner."

S. H. MEAD, Principal of Franklin Institute.

Norfolk, February, 1848.

PROSPECT HILL, VA., Dec. 1848. "I have carefully and attentively perused your "First Book" and have made use of it in the instruction of the younger branches of my own family; I can therefore cheerfully commend it to the patronage and regard of parents and Teachers generally, as one of the very best auxiliaries in the work of Elementary Education, which has come under my observations."

Yours, &c., SAMUEL B. RANDALL.

"I would cordially recommend it to the serious consideration of all engaged in the primary instruction of the young."

REV. E. FAIRCHILD, late Principal of

Brooklyn Female Seminary.

THE PUPIL'S GUIDE, or Webb's Second Reader, by J. R. Webb, is the second of the series; it is a Speller and Reader, the Spelling columns being over their respective reading lessons which contain no word not already used.

This completely obviates hesitation and droning. The reading lessons are such as will amuse and instruct, not the fancy but the child.

All fables are excluded. At the close of the lessons is an extensive variety of questions adapted to improve the mind and heart. They relate to the reading lessons; combination of numbers and general subjects, all pleasing to the child. Methods for improving the memory; teaching grammar, &c., are given. Both readers contain a table of the Elementary sounds of our language, concise and plain.

BAKER & SCRIBNER,

36 Park Row and 145 Nassau st.

ap-3m

Clerk of

District.